

**THE CONTRIBUTION OF TRANSITION WORDS MASTERY TOWARD
STUDENTS' LISTENING ABILITY AT THIRD GRADE
OF JUNIOR HIGH SCHOOL (SMP) 12
PEKANBARU**



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1432 H/2011 M**

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A Thesis

Submitted to Fulfill One of the Requirements
For Undergraduate Degree in English Education



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ABSTRACT

Fitria Ramadani (2011): “The Contribution of Transition Words Mastery toward Students’ Listening Ability at the Third Grade of Junior High School (SMP) 12 Pekanbaru Riau”.

This research is conducted at the Third year students of Junior High School (SMP) 12 Pekanbaru. The main concern of this research is to find out the contribution of Transition Words Mastery Toward Students’ Listening Ability. There are still many difficulties to understand transition words in listening at The Third Grade of Junior High School (SMP) 12 Pekanbaru Riau.

The subject of the study is the Third grade students of Junior High School (SMP) 12 Pekanbaru Riau, and the object is the contribution of students’ transition Word Mastery Toward their Listening Ability.

In this research, the sample is gathering by using random sampling from the total of the population. In this research, the writer collected the data by using Transition word test and Listening test.

The data was analyzed using Regression in SPSS15.0—statistical software for windows and found that the coefficient correlation (r) is $-0,078$, Sig.(2-tailed) is $0,262$ and N is 70 . Writer analyze the coefficient correlation (r) compared with the r table, the result is $0,250 > 0,078 < 0,325$. In the other word $r_o < r_t$, Sig.(2-Tailed) = 0.262 . The result is Sig.(2-Tailed) $< \alpha$, because α is 0.05 . The conclusion we have to reject the H_a and Accept the H_o “There is no significant contribution of Transition Word Mastery Toward Students’ Listening Ability at the Third Grade of Junior High School (SMP) 12 Pekanbaru Riau

ABSTRAK

Fitria Ramadani (2011): “Kontribusi dari Pengetahuan Transition Word terhadap Kemampuan Mendengar (Listening) Siswa Kelas Tiga SMP 12 Pekanbaru”.

Penelitian ini dilakukan di kelas tiga SMP 12 Pekanbaru. Tujuan utama dari penelitian ini adalah untuk mengetahui kontribusi dari Pengetahuan Transition Word terhadap Kemampuan Mendengar (Listening). Masih terdapat banyak kesulitan dalam memahami penggunaan transition word dalam mendengar pada siswa kelas tiga SMP 12 Pekanbaru.

Subjek penelitian pada penelitian ini adalah siswa kelas tiga SMP 12 Pekanbaru, dan objek penelitiannya adalah kontribusi dari Pengetahuan Transition Word terhadap Kemampuan Mendengar.

Pada penelitian ini, sampelnya diambil dengan menggunakan sampel acak dari jumlah keseluruhan populasi. Penulis mengumpulkan data dengan menggunakan tes transition word dan tes listening.

Data yang didapat dianalisa dengan menggunakan regresi pada SPSS15.0—software statistic untuk windows dan menemukan bahwa koefisien korelasi (r) adalah $-0,078$ dan Sig.(2-tailed) adalah $0,262$ dan N adalah 70 . Penulis menganalisa koefisien korelasi (r) dengan r table hasilnya adalah $0,250 > 0,078 < 0,325$. Dengan kata lain $r_o < r_t$. Sig.(2-Tailed) = 0.262 . hasilnya adalah Sig.(2-Tailed) $< \alpha$, karena α is 0.05 . Kesimpulannya adalah H_a DITOLAK dan menunjukkan bahwa Tidak ada kontribusi antara Pengetahuan Transition Word terhadap Kemampuan Mendengar (Listening) siswa kelas tiga SMP 12 Pekanbaru.

ملخص

فطريا رمضاني (2011) : مساهمة معرفة الكلمة الإنتقالية إلى القدرة على الإستماع لدى الطلاب في الفصل الثالث بالمدرسة الثانوية 12 باكنبار.

قيا بالبحث في الفصل الثالث بالمدرسة الثانوية 12 باكنبارز. هدف أساسي من هذا البحث لمعرفة مساهمة معرفة الكلمة الإنتقالي إلى القدرة على الإستماع (Listening). في هذا البحث أخذت الباحثة العينة باستخدام عينة عشوائية من جميع المجتمع. وتحليل البيانات باستخدام إرتباط بيرسون (Pearson correlation) بناء على إرتباط بين المتغير المستقل والمتغير التابع باستخدام - Software Statistic SPSS 15 ل Windows

بعد تحليل البيانات، أن معامل الإرتباط $(2) > (2)$ في جدول أو $0,78$ $0,250$ في مستوى الأهمية 1% و $0,078 > 0,325$ في مستوى الأهمية 0% ونتيجة $0,423$ أكبر من $0,105$ وهذه تدل أ، H_a مردودة وهناك مساهمة سلبية بين معرفة الكلمة الإنتقالية إلى القدرة على الإستماع (Listening) بعبارة أخرى ليس هناك مساهمة بين معرفة الكلمة الإنتقالية إلى القدرة على الإستماع (listening)

من هذا البحث يمكن أن يثبت أنه ليس هناك مساهمة بين معرفة الكلمة الإنتقالية إلى القدرة على الإستماع لدى الطلاب في الفصل الثالث بالمدرسة الثانوية 12 باكنبار.

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CHAPTER I

INTRODUCTION

A. The Background

English is very important because it is an international language. It plays a prominent role in modernization and globalization era. Most of the people in the world use English for communication and change information. There are four skills to communicate, in English such as Listening, Speaking, Reading, and Writing. Among these four skills, listening plays an important part to master other skills is closely integrated to other skills.

In Indonesia, English language is the first foreign language treated to have a purpose in use teaching to learn and develop science and technology. English is taught as a compulsory subject in the school environment in Indonesia. Students have to learn the components (grammar and vocabulary) and learn the language skills (listening, speaking, reading, and writing). It means that every students who wants to master English, he / she must learn the components and skills of the language because both parts have an important function to others.

As one of English skills, listening has main function for students increasing their knowledge. Therefore, that listening is very necessary for the students on order to enable them to understand the information in English that they listen. Listening achievement is influenced by some factors; they are media of learning and students' ability in understanding the message which

they listen. There are many ways that can be done by the students in order to increasing their listening ability; one of them is the students do not just learning in their class activity, but also use many kinds of media in their environment, such as Video or multimedia and television. In reference to the above statements it also pointed that Anderson and Lynch, (1988 ; 201 in Supatmi 2007 : 2) says “ listener a tape recorder view of listening because it assessment that the listener takes in and store message in much the same why as the tape recorder, sequentially, one sound, word phrase, un utterance at a time”.

Transition in English, sometimes we called connector and we can called conjunction too. McWhorter (1983: 85) says transition is linking words, or phrase that a writer uses to lead the reader from one idea to another. We can indicate how transition words are usually used: in introduction word (at first, similarity, furthermore) Subordinate conjunctions (because, when, although) and Coordinate Conjunctions (and, so, but). Using and transition words to guide the students make it easier to know one idea to another.

The third grade students at Junior High School (SMP) 12 Pekanbaru Riau have learned four skills, they are; speaking, writing, listening, reading and also grammar and structure. The four skills in English are consist of curriculum or syllabus that is used at Junior High School (SMP) 12, and also about transition word have been taught to the third grade students of Junior High School (SMP) 12 Pekanbaru in the first semester and based on the syllabus it needs about 4x40 minutes of learning hours. Therefore, they are expected to

have the ability in conducting academic speaking, structure and reading. We have an assumption that English have been familiar and able to use transition word in speaking, structure and reading, and of course in listening they understand the transition word.

There are some reasons why the writer takes the third grade students as the research subject is this subject to find out the contribution of transitional word mastery in increasing students, listening ability. This consideration is based on the real condition that even though the students passed most of the subject speaking, structure, reading that can support their listening ability to use transition word in listening. In fact, most of students just know the transition word such as “and” and “but”, and some of the students make mistake in locating and using the transition word.

Based on writers’ preliminary study, listening as a part of language that is taught at the third grade of Junior High School (SMP) 12 Pekanbaru Riau. The students are hoped to interact in English among them and also between the students and the teacher. In fact, they still face some difficulties to use transition word in listening. The difficulties of the students can be indicating by the phenomena below:

1. Some of students have studied about transition word but some of them do not understand the meaning of transition words.
2. Some of students have difficulties using transition words in listening
3. Students are misunderstand the meaning in listening.

4. Some of students do not study transition word, but they can listen English well.

5. Some of the students still confuse the transition words in listening.

Based on the phenomena the writer is very interested in carrying out a research entitle : “The Contribution of Transition Words Mastery Toward Students’ Listening Ability at the Third Grade of Junior High School (SMP) 12 Pekanbaru Riau”.

B. The Problems

Based on the description above, it is clear that there are still many difficulties to understand transition words in listening at The Third Grade of Junior High School (SMP) 12 Pekanbaru Riau.

1. The Identification of Problem

Based on the problem, the problems of the research are identified in the following identifications:

- a. Why the students cannot listen English well?
- b. What factors make the students get difficulties in listen English?
- c. Why have some of the students studied about transition word unable to listen English well?
- d. Why some of students do not study about transition word but they can listen English well?
- e. What do the students have difficulties using transition words ?

- f. What factors make the students still confuse the transition words in listening?

2. The Limitation of the Problem

The writer limits the problem of this research to the aspects of listening:

- a. The students understanding using transition words (focus on Contrast: But, still, although, however, even though. Compare: also, while, like, as. Time: first, meanwhile, then, after, before, finally.) in Listening.
- b. How is the ability of student in listening.
- c. There is any contribution of learning transition words toward students' listening ability.

3. The Formulation of the Problems

- a. How is the students' transition words mastery at The Third Grade of Junior High School (SMP) 12 Pekanbaru Riau?
- b. How is the students' listening ability at The Third Grade of Junior High School (SMP) 12 Pekanbaru Riau?
- c. Is there any positive contribution of learning transition words toward students' listening ability at The Third Grade of Junior High School (SMP) 12 Pekanbaru Riau?

C. The Definition of Term

The topic of this research is the Contribution of Transition Words Mastery toward Students' Listening Ability at the Third Grade of Junior High School (SMP) 12 Pekanbaru Riau. To make the reader understand it is necessary to define the terms that is use in this research.

1. Mastery. Hornby (1974:523) defines that mastery is a complete control or knowledge. The writer conclude that mastery mean the students ability to understand the transition word that they get from their English teacher.
2. Listening is the activity of paying attention to and trying to get meaning from something we hear (Underwood, 1989:1)
3. Transition word is consist of words that help maintain the continuity of thought from one sentence or paragraph to the next or Transitional words and phrases provide the glue that holds ideas together. (Harris, Robert. *"Transition word and Phrases.* [http://www.virtualsalt.com/transits. htm](http://www.virtualsalt.com/transits.htm): March 13th, 2009)

D. The Reason for Choosing the Topic:

There are some reasons why the writer interested in this research, the reason are:

1. This topic has not been researched yet
2. The writer is interested in the this topic

3. The writer wants to find out the Contribution of Transition Words Mastery toward Students' Listening Ability at the Third Grade of Junior High School (SMP) 12 Pekanbaru Riau
4. The writer has the ability in doing this research

E. The Objective and the Need of the Research

1. The Objective of the study

- a. To find out how the students' transition words mastery at The Third Grade of Junior High School (SMP) 12 Pekanbaru Riau
- b. To find out the students' listening ability at The Third Grade of Junior High School (SMP) 12 Pekanbaru Riau
- c. To find out whether there is contribution of Transition Words Mastery toward Students' Listening Ability or not at the Third Grade of Junior High School (SMP) 12 Pekanbaru Riau.

2. The Needs of the Study

- a. To give information or input to the English teacher who teach in Junior High School (SMP) 12 Pekanbaru Riau.
- b. To develop the writer's knowledge about the Contribution of Transition Words Mastery Toward Students' Listening Ability at the Third Grade of Junior High School (SMP) 12 Pekanbaru Riau.
- c. To fulfill one of the academic requirements in Education and Teacher's training Faculty

CHAPTER II

THEORETICAL FRAMEWORK

A. The Theoretical Framework

1. Transition Word

Transition words are use to help maintain the continuity of thought from one sentence or paragraph to the next or Transitional words and phrases provide the glue that holds ideas together (Harris, Robert. <http://www.virtualsalt.com/transits.htm>: March 13th, 2009) We can conclude that transition word is very useful in order to understand the meaning of a text. The following list presents some of the more common transitional words:

1. Words that can be used to show location:

Above	Behind	By	near	throughout
Across	Below	Down	off	to the right
Against	Beneath	in back of	onto	under
Along	Beside	in front of	on top of	
Among	Between	Inside	outside	
Around	Beyond	Into	over	

2. Words that can be used to show time:

While	first	meanwhile	soon	Then
After	second	Today	later	Next

At	third	tomorrow	afterward	as soon as
Before	now	next week	about	when suddenly
During	until	yesterday	finally	

3. Word that can be used to **compare** two things:

Likewise	Also	While	in the same way
Like	As	Similarly	

4. Words that can be used to **contrast** two things:

But	Still	although	on the other hand
However	Yet	otherwise	even though

5. Words that can be used to **emphasize a point**:

Again	Truly	Especially	for this reason
to repeat	in fact	to emphasize	

6. Words that can be used to **conclude or summarize**:

Finally	As a result	to sum up	in conclusion
Lastly	therefore	all in all	Because

7. Words that can be used to **add information**:

Again	another	for instance	for example
Also	and	moreover	additionally

As well	besides	along with	other
Next	finally	in addition	

8. Words that can be used to **clarify**:

that is	For instance	in other words
---------	--------------	----------------

From the list above the writer focus on transition that is use in the SMP 12 it is transition words that is use to express Time, Contrast, and Compare. Because transition words that is learned in SMP 12 focus on the Time, Contrast, and Compare. The example of using transition words are:

a. Words that can be used to show *Time*:

The words that can be use as such as: meanwhile, after, before, while then, afterward, next, subsequently, previously, first, second, at last, in the meantime, immediately, soon, at length, yesterday, today, etc.

Example: Dad and I went fishing

Mom made our lunch

Dad and I went fishing, meanwhile mom made our lunch

After Dad and I went fishing, mom made our lunch

Before Dad and I went fishing mom made our lunch

While Dad and I went fishing, mom made our lunch

b. Words that can be use to show Contrast:

The words that can use such as: however, but, still, nevertheless, yet, conversely, although, etc.

Example:

Although Mary spoke in a gentle voice, the puppy shivered because it was afraid

c. Words that can be use to show Compare:

The word that can be use such as: Likewise, also, While, in the same way, similarly, as, like, but, etc.

Example:

I like cats but my mom doesn't

2. Listening

Listening is an activity of paying attention to and trying to get meaning from something we hear (Underwood, 1989:1). Listening is an important element to build a success communication. According to Alexander (in Safreni, in Marisa, 2006:1) say that to master English successfully, the students must be trained adequately in all four basic language skill: listening, speaking, reading, and writing. Nunan (1991:6-7) say that learner needs some of skills in which research shows if they are to become successful user of the language: In relation to listening. Learners need segmenting the stream of speech into meaningful words and phrases, the ability to recognize words. A good listener tries to understand thoroughly what the other person is saying.

In our daily life, we listen in any different kind of situation. When we do communication to others we use listening skill to gain information. In this case, Penny Ur (1984: 2) stated that real-life listening would be useful if there were available a full-scale taxonomy of all the different kinds of listening situation there are, together with statistical analysis of their relative frequencies.

If we listen to something without an idea of what we are going to hear, such as when we enter a room where the conversation is already progress, usually we have some comprehension of the content, formality level, and so on of the discourse that we are hearing. This stated by J.C. Richard, script competence, which is the knowledge we possess in advance about the subject-matter or context of the discourse (listening comprehension, 17: 2).

In listening there are three stages that we have to know.

- a. The first we call pre-listening stage which is having the listening activity before continuing to real listening class.
- b. The second is while-listening which is the students are asked to do during the time they are listening to the text (Mary Underwood, 1989: 45).
- c. The Third is post-listening which is the listening activities are done after the listening is completed (Marry Underwood, 1989: 74).

According to Cormier, the skill of listening has four components:

1. Clarification
2. Paraphrasing

3. Reflecting

4. Summarizing

The first two components have to do with the content of the message. When the message you receive is unclear, vague or ambiguous, a listening response is to say "Can you clarify that for me? Do you mean that? Are you saying...?" Not only do we wish to check the accuracy of the message, but we also want to encourage the person we are talking with to elaborate. It sometimes takes strength and courage to ask these questions, because we may be also encumbered with our own personal baggage: for example, we don't want to look stupid. When we paraphrase, we help the person focus on the key content of the message.

Reflecting has to do with the affective part of the message, the feelings. When we reflect, we restate or clarify the feelings that are being expressed. This is to encourage the other person to become more aware of them, to express more of them, to express them with more intensity, or more accurately.

Lastly, summarizing is what ties everything together. It condenses what has been said both in content and affect, with the purpose of identifying major themes of the message, to interrupt excessive rambling or to review progress in solving the problems.

3. Mastery

Mastery is great skillfulness and knowledge of some subject or activity (<http://www.wordnet.com/mastery>). In the other word mastery is a knowledge that the students have but not only know about the subject also they have to understand and students have ability to recognize and create the subject. In order

to measure the students' mastery the writer refer to the competence that is stated in the Taxonomy Bloom.

Based on the theory about taxonomy bloom there are six component of mastery/competence, it can be seen in this following table:

Table II. I

Bloom's Taxonomy of Competence

No	Competence	Skill Demonstrated
1	Knowledge observation and recall of information	1. To Identify 2. To Select
2	Comprehension understand information	1. To Comprehend 2. To Distinguish
3	Application use information	1. To Apply 2. To Complete
4	Analysis recognition of hidden meanings	1. To Analyze 2. To Arrange
5	Synthesis predict, draw conclusions	1. To Combine 2. To Create
6	Evaluation recognize subjectivity	1. To Conclude 2. To Evaluate

From the table above we can see that there are six competences that stated in Taxonomi Bloom. The first is Knowledge, this is the lowest competence because the students just know the subject, that is why they just can identify and select the subject or material.

The second competence is comprehension, this is the second step of competence, in this part the students not just now about the material also they comprehend about the material or the subject, in the other word The students can describe and distinguish the subject matter.

The third competence is application, after the students have knowledge and they also comprehend next is the students have to be able to apply and complete every task that is give based on the material. The fourth is analysis in this part the students should have an ability to analyze the subject matter and arrange the material. The fifth is synthetic, in this part the student should they make and they can rearrange in the subject has a mistake. The last and the highest competence that stated in Bloom is Evaluation. If the students already have the fifth competence the last thing to complete is the evaluation. In this evaluation the students should have ability to Conclude and evaluate the subject.

4. Ability

Ability means capacity or power to do something physical or mental (Hornby. 1989:2). Mostly, the ability in this research refers to the students listening ability in comprehending the passage. In this research, listening ability means the number of items the students can answer correctly when they listen to the test. There are several types of ability:

- a. Brain development: on average, the ability to learn increases through childhood and into late adolescence. "Increase" refers not to the child's rate of skill acquisition but to the variety and complexity of skills that

may be acquired. Toddlers are actually faster language learners than adults.

- b. Genetics: I've been trying for over twenty years to learn to play the piano. Mozart picked it up in a few days. This is the way it goes. Our definition of 'ability' and 'disability' is based on averages. By the Mozart standard, I am severely music-learning disabled.
- c. Prerequisites: this seems obvious, but researchers are still discovering interesting things about how seemingly unrelated skills can interact. Who would have expected that learning to discriminate related sounds could affect the ability to read?
- d. Good days and bad days: ability is an average about which we all fluctuate from day to day and hour to hour. Mood, health, hunger, fatigue, and phases of the moon may all influence our ability at any instant.

B. The Relevant Research of the Study

According to Syafii (2007:122) states that relevant research required to observe some previous researches conducted by other researcher in which they are relevant to our research it self. Besides, we have to analyze what the point that was focused on, inform the designs, finding and conclusion of the previous research. .

Junainah (2008). In her research, she focuses on the students' ability in listening comprehension at the second year students of the English education department of UIN SUSKA Riau. She is concluding that the students' ability of the second year of the English education department of Tarbiyah and teachers training faculty of state Islamic University is categories as bad. Therefore it can be obtained the students ability in listening of the second year students of English education department is bad because it is the highest percentage.

Her research finding shows that there are two factors that influence the students in listening. They are ; The Students concentration in listening is bad. It can be seen that the percentage of this item is 37.14 %. The students' attention in listening is bad. It can be seen that the percentage of this item is 45.71%

Zul Fikri Harahap(2005). In his research, he focuses on the correlation between frequency of listening to discourse (English songs and English programs) and ability to identify the minimal pairs of English words of the second year students of English education department at UIN Suska Riau. In his research, he found out that in learning listening students feel very complicated.

Zul Fikri Harahap concluded that : learning listening is very complicated. Students should understand the words, sounds, clauses, sentences, intonation, grammatical structure and other component of spoken language, in other to understand the message of the speaker. Listening English songs and English program is one of the strategy to increase listening skill.

C. Operational Concept

The theoretical concept that stated above is still in general, to avoid misunderstanding and misinterpreting writer try to describe the operational concept of this research based on the Taxonomy Bloom that can be seen above. There are two variables in this research, they are:

Table II.2

The Variable of the Research

Variable	
X	Y
The students' transitional word mastery	The students' listening ability

- a. Variable X is the students' transitional word mastery.
- b. Variable Y is the students' listening ability.

Variable X is independent, and the indicators are:

- a. Students' Knowledge
 - 1. Students able to identify transition words (Compare, Contrast and Time)
 - 2. Students able to select the transition words (Compare, Contrast and Time)
- b. Students' Comprehension
 - 1. Students able to comprehend the transition words (Compare, Contrast and Time)
 - 2. Students able to distinguish the transition words (Compare, Contrast and Time)
- c. Students Application
 - 1. Students able to Apply the transition words (Compare, Contrast and Time)
 - 2. Students able to complete the transition words (Compare, Contrast and Time)
- d. Students Analysis
 - 1. Students able to Analyze the transition words (Compare, Contrast and Time)
 - 2. Students able to Arrange the transition words (Compare, Contrast and Time)

e. Students Synthetic

1. Students able to combine the transition words (Compare, Contrast and Time)
2. Students able to create the transition words (Compare, Contrast and Time)

f. Students Evaluation

1. Students able to Evaluate the transition words (Compare, Contrast and Time)
2. Students able to conclude the transition words (Compare, Contrast and Time)

Variable Y is dependent, and the indicators are:

a. Students' Knowledge

1. Students able to identify what they listen
2. Students able to select the Listening answer

b. Students' Comprehension

1. Students able to comprehend what they listen
2. Students able to distinguish listening

c. Students Application

1. Students able to Apply the Listening
2. Students able to complete the listening question

d. Students Analysis

1. Students able to Analyze the listening

- 2. Students able to Arrange listening
- e. Students Synthetic
 - 1. Students able to combine the listening
 - 2. Students able to create the listening
- f. Students Evaluation
 - 1. Students able to Evaluate the Listening
 - 2. Students able to conclude the Listening

D. The Assumption and Hypothesis

1. The Assumption

- a. The students' transitional words mastery and the listening ability among them are various
- b. If the students master the transitional words, their listening ability will be better.
- c. If the students listening comprehension is good, their transitional word should be good.

2. Hypothesis

Ho: There is no significant contribution of Transition Word Mastery Toward Students' Listening Ability at the Third Grade of Junior High School (SMP) 12 Pekanbaru Riau.

Ha: There is a significant contribution of Transition Word Mastery Toward Students' Listening Ability at the Third Grade of Junior High School (SMP) 12 Pekanbaru Riau.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This is a correlation research, which is intended to find out the contribution of transition word mastery on the students' listening ability at the Third Grade of Junior High School (SMP) 12 Pekanbaru Riau

There are two variables in this research, an independent and dependent variable. Transition word mastery as the independent variable, and students' listening ability as the dependent variable.

B. The Location and the Time of the Research

This research will be conducted at Junior High School (SMP) 12 Pekanbaru Riau. The duration of time to conduct of this research is within 2 months starting from April up to May 2009.

C. The Subject and the Object of the Research

The subject of the study is the Third grade students of Junior High School (SMP) 12 Pekanbaru Riau, and the object is the contribution of students' transition Word Mastery Toward their Listening Ability.

D. Population and Sample of The Research

The writer will use random sampling method, because the number of the population of the Third grade students of Junior High School (SMP) 12 Pekanbaru Riau is two hundred and eighty students. The number of Third grade students of Junior High School (SMP) 12 Pekanbaru Riau is six classes academic 2008/2009. The number of students in each class is about 40 students. The writer use random sample, and take 30 students as the sample. The data can be seen from the table below

TABLE III. 1
The Research Population and Sample

Class	Sample Of Population		
	Male	Female	Total
III	40	30	70

E. The Technique of the Data Collection

In this research, writer use one research instruments to collect the data needed, namely:

1. Test
 - a. Transition word Test

This instruments used to collecting and measuring the data and information dealing with the data variable X (transition word), with multiple

choice in which the test are adopted from the syllabus of Junior High School (SMP) 12 Pekanbaru Riau

b. Listening Test

It is used to obtain the data concerning the students' ability and this technique is carried out in terms of collecting the data and information dealing with the data variable Y (The Students' Listening ability) with multiple choice in which the material are taken from TOEFL cliff, and Barron.

F. The Reliability of the Test

Reliability is necessary characteristic of any good test, for being valid at all it must be reliable as a measuring instrument and according to Tom Henning (1987:73 in Sumiati 2006) that reliability is the accuracy of reflection in obtaining of similar result when measurement is repeated on different occasion with different instrument or with different people/person. The formula can be seen as follow:

$$r_{11} = \left[\frac{K}{K-1} \right] \left[1 - \frac{\sum \sigma b^2}{\sigma t^2} \right]$$

Rii : Reliability test

N : The number of items in the test

M : The mean score of the test for all testers

X : The standard deviation of all testers score

To get the reliability the score that is obtained should be compared with the significance 5% and 1%, if the $r_{ii} > \text{Sig } 5\%$ and $r_{ii} > \text{Sig } 1\%$ it means that the test is reliable.

G. The Technique of Data Analysis

In analyzing the data dealing with the contribution of transition word mastery on the students' listening ability at the third grade students of Junior High School (SMP) 12. The writer used to analyze correlate bivariate product moment correlation from Pearson, because the formula was taken in terms of two variables – independent and dependent – are correlated and the scale measurement of data is interval scale. Besides, there is no another controlling variable. The data of these variables was analyzed, measured, and counted by using technique alpha test with SPSS 15.0 for Windows. This way is very efficient, valuable and exacting in giving the real output.

Statistical hypotheses for correlation hypotheses:

$$H_0: r = 0$$

$$H_A: r \neq 0$$

With criteria, H_A was accepted if Sig score is smaller than Sig $\alpha(.05)$.

The following is the steps how to get the result data based on SPSS 15 for Windows:

- a. Open The Students file

- b. From the main menu of SPSS, click Analyze and then click sub menu Regression, and click Linear
- c. You will see linear regression picture on the screen.
- d. From the picture, click your variables and press the narrow button.
- e. In plots enter DEPENDENT to Y and *ZRESID to X then click Continue
- f. Click Ok to end this process and you will see the output data of SPSS automatically. (Hartono, 2005: 77).

And the level of students test will be search based on the scale as follows:

Table III.2
The Category of the Students' Transition Word Mastery toward Students' Listening Ability

Criteria	Decision
Sig.(2-Tailed) < α	Reject the null hypothesis
Sig.(2-Tailed) > α	Fail to reject the null hypothesis

*Hartono (2005:128)

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

1. The Technique of Data Collection

In this chapter, the researcher will present the finding of the study and presented the data obtained through the instrument test. They are all about the The Contribution of Transition Words Mastery Toward Students' Listening Ability at the Third Grade of Junior High School (SMP) 12 Pekanbaru Riau.

To determine the students' transition word Mastery and the students listening ability, it can be seen from their score gained from the written test form. Then the researcher has given two kinds of tests. They are Transition word test and listening test. The question is based on the operational concept that refers to the competence that stated in the Taxonomy Bloom.

Table IV.1

Transition Word Test Competence

NO	Competence	Question Number
1	Knowledge	1, 2, 3, 4
2	Comprehension	5, 6, 7
3	Application	8, 9, 11, 14, 17
4	Analysis	10, 12, 13
5	Synthetic	15, 16
6	Evaluation	18, 19, 20

Table IV.2**Listening Test Competence**

NO	Competence	Question Number
1	Knowledge	16, 17, 18, 19, 20
2	Comprehension	1, 2, 3, 4, 5, 6
3	Application	7, 8, 9, 10, 11, 12, 13,14
4	Analysis	1, 2, 3, 4, 5, 6
5	Synthetic	16, 17, 18, 19, 20
6	Evaluation	16, 17, 18, 19, 20

B. The Data Analysis

To analyze the data to get information about the students' transition word mastery and the students' listening ability the writer develop a test for transition word and the listening.

1. The Data of English Transition Word Test

To get the data dealing with English vocabulary mastery researcher gives students multiple choice test, which is consist of 20 questions.

Table IV.3
Students' Transition Word Test Answer

Question Number	Correct*	Percentage (%)	Wrong*	Percentage (%)
1	51	72,6	19	27,14
2	47	67,15	23	32,85
3	50	71,43	20	28,57
4	56	80	14	20
5	54	77,15	16	22,85
6	33	47,15	37	52,85
7	49	70	21	30
8	6	8,58	64	91,42
9	56	80	14	20
10	5	7,15	65	92,85
11	54	77,15	16	22,85
12	36	51,43	34	48,57
13	22	31,43	48	68,57
14	2	2,86	68	97,14
15	10	14,29	60	85,71
16	36	51,43	34	48,57
17	10	14,29	60	85,71
18	7	10	63	90
19	56	80	14	20
20	1	1,43	69	98,57
Total	641		759	

**students*

From the table above we can see that most of the student got wrong at the question Number:

- 1.Number 8, 64 students (91,14%)
- 2.Number 10, 65 students (92,85%)
- 3.Number 14, 68 students (98,57%)
- 4.Number 15, 60 students (85,71%)
- 5.Number 17, 60 students (85,71%)
- 6.Number 18, 63 students (90%)
- 7.Number 20, 69 students (98,57%)

Table IV. 4

The Recapitulation of Students Transition Word Score

No	Score	Frequency	Percentage (%)
1	70	1	1,42
2	65	8	11,42
3	60	5	7,14
4	55	6	8,57
5	50	13	18,57
6	45	10	14,28
7	40	12	17,14
8	35	6	8,57
9	30	4	5,71
10	25	2	2,85
11	20	1	1,42
12	15	1	1,42
13	10	1	1,42
Total		70	100

From the table above we can see that the highest score that the students get is 70 the percentage is 1,42% and the lowest score 10 the percentage is 1,42%. And the score that is always show is 50 and the percentage is 18,57%.

As stated before, the first thing that the writer wants to find out is about the students' transition word mastery. In order to get the data about how is the students transition word mastery the writer analyzed the data and the result can be seen in this following:

Table IV. 5

The Recapitulation of Students Transition Word Mastery

NO	CATEGORY	Frequency	Total Score
1	Good	1	70
2	Enough	13	820
3	Less	19	980
4	Bad	37	1355
Total			3225

From the table above the writer found that the students' score is categorized as; Good, Enough, Less and Bad. The total of students' score categorized into Good is 70. Enough is 820, Less is 980, and Bad is 1355. And the total from all of it (N) is 3225.

And to know about the students' transition word mastery the writers use this calculation:

$$N: 3225 \times 4 = \mathbf{12900}$$

$$F: (70 \times 4) + (820 \times 3) + (980 \times 2) + (1355 \times 1) = \mathbf{6055}$$

$$P = \frac{F}{N} \times 100\%$$

Now we can see:

$$P = \frac{6055}{12900} \times 100\%$$

$$P = 0,469 \times 100\%$$

$$P = 46,93\%$$

The percentage after calculating the data is 46,93%. And based on the category level, the students Transition word mastery is “**BAD**”.

Because writer found that the students transition word mastery categorized into **Bad**, writer want to find out about the factors that influence the students. Writer look into the students' transition word test and look out which question the students usually make mistake, and the recapitulation can be seen in this following table:

The factors that influence the students based on number of the question that refer to the competence of taxonomy bloom can be seen in this following table:

Table IV.6
Factors of Students Transition Word Mastery

No	Taxonomy Bloom	Question Number	Total Correct answer*	Percentage %
1	Knowledge	1, 2, 3, 4	204	14,57
2	Comprehension	5, 6, 7	136	9,71
3	Application	8, 9, 11, 14, 17	128	9,14
4	Analysis	10, 12, 13	63	4,50
5	Synthetic	15, 16	46	3,29
6	Evaluation	18, 19, 20	64	4,57

**From 70 students*

Based on the explanation above writer can conclude that there are several aspects or factors that influence the students' transition word, the highest factor are the students' knowledge with 14,57%, the students comprehension 9,71%, the students application 9,14%, the students evaluation 4,57%, the students analysis 4,50% and the lowest is the students synthetic 3,29%.

In the other word the students have knowledge about the transition word with 14,57% but they still get difficulties in comprehend and apply the transition word and also they get difficulties in evaluate, analyze and synthetic or create the transition word test.

4. The Data of The Students Listening Test

To measure students' listening ability, the researcher provides and gives students 20 multiple choice questions:

Table IV.7

Students' Listening Test Answer

Question Number	Correct*	Percentage (%)	Wrong*	Percentage (%)
1	23	32,85	47	67,15
2	24	34,92	46	65,71
3	6	8,58	64	91,42
4	7	10	63	90
5	27	38,58	43	61,42
6	4	5,72	66	94,28
7	69	98,57	1	1,43
8	70	100	0	0
9	69	98,57	1	1,43
10	70	100	0	0
11	70	100	0	0
12	11	15,72	59	84,28
13	12	17,15	58	82,85
14	70	100	0	0
15	70	100	0	0
16	6	8,58	64	91,42
17	12	17,15	58	82,85
18	10	14,29	60	85,71
19	2	2,86	68	97,14
20	21	30	49	70

From the table above we can see that the students most of the student got wrong at the question Number:

- 1.Number 3, 64 students (96,42%)
- 2.Number 4, 63 students (90%)
- 3.Number 6, 66 students (94,28%)
- 4.Number 16, 64 students (91,42%)
- 5.Number 18, 60 students (85,71%)
- 6.Number 19, 68 students (97,14%)

Table IV.8
The Recapitulation of Students Listening Score

No	Score	Frequency	Percentage (%)
1	75	1	1,42
2	70	3	4,28
3	65	5	7,14
4	60	4	5,71
5	55	8	11,42
6	50	8	11,42
7	45	10	14,28
8	40	11	15,71
9	35	20	28,57
Total		70	100

From the table above we can see that the highest score that the students got in the listening test is 75 the percentage is 1,42% and the lowest score 35 the percentage is 1,42%.

In this section the second thing that the writer wants to find out about the students' Listening ability. In order to get the data about how is the students' listening ability the writer analyzed the data and the result can be seen in this following:

Table IV. 9

The Recapitulation of Students Listening Ability

NO	CATEGORY	Frequency	Total Score
1	Good	4	285
2	Enough	9	565
3	Less	16	840
4	Bad	41	1590
Total			3280

From the table above the writer found that the students' score in listening ability is categorized as; Good, Enough, Less and Bad. The total of students' score that categorized into Good is 285, Enough is 565, Less is 840, and Bad is 1590. And the total from all of it (N) is 3280.

And to know about the students' Listening Ability the writers use this calculation:

$$N: 3280 \times 4 = \mathbf{13120}$$

$$F: (285 \times 4) + (565 \times 3) + (840 \times 2) + (1590 \times 1) = \mathbf{6105}$$

$$P = \frac{F}{N} \times 100\%$$

Now we can see:

$$P = \frac{6105}{13120} \times 100\%$$

$$P = 0,465 \times 100\%$$

$$P = 46,5\%$$

The percentage after calculating the data is 46,5%. And based on the category level, the students Listening Ability is **“BAD”**.

It same like what the writer found in transition word, the students listening ability is also categorized into Bad. Because of it, the writer wants to find out about the factor influence the students listening ability, there are several aspect or factor that influence the students listening ability based on the competence stated on Taxonomy bloom, they are:

Table IV.10
Factors of Students Listening Ability

No	Taxonomy Bloom	Question Number	Total Correct answer*	Percentage %
1	Knowledge	16, 17, 18, 19, 20	51	3,64
2	Comprehension	1, 2, 3, 4, 5, 6	91	6,50
3	Application	7, 8, 9,10,11,12,13,14,15	511	36,5
4	Analysis	1, 2, 3, 4, 5, 6	91	6,50
5	Synthetic	16, 17, 18, 19, 20	51	3,64
6	Evaluation	16, 17, 18, 19, 20	51	3,64

**From 70 students*

Based on the explanation above writer can conclude that there are several aspects or factors that influence the students' Listening ability, the highest factor are the students' application 36,5%, the second is the students comprehension and analysis 6,50% and the last is the students knowledge, synthetic and evaluation 3,64%.

In the other word the students have ability to apply the listening but they still get difficulties in comprehend, analyze, synthetic and evaluate the listening test.

5. The Reliability Test

After finding about the students' transition word mastery and the students listening ability the writer and find about the reliability of the test that the writer have give to the students. And to analyze can be seen in this following table:

Table IV.11

Descriptive Statistic

	Mean	Std. Deviation	N
Transition word mastery	46,07	12,709	20
Listening ability	46,86	11,234	20

a. Transition Word reliability

Based on the table above we can see that the mean of transition word mastery is $M = 46,07$ and the standard deviation is $X = 12,709$ and $N = 20$. In order to get the reliability can be seen in this manual calculation:

$$r_{11} = \left[\frac{N}{N-1} \right] \left[1 - \frac{m(N-m)}{Nx^2} \right]$$

$$r_{11} = \left[\frac{20}{20-1} \right] \left[1 - \frac{46,07(20-46,07)}{20x(12,709)^2} \right]$$

$$r_{11} = [1,05] \left[1 - \frac{46,07(-26,07)}{20x161,52} \right]$$

$$r_{11} = [1,05] \left[1 - \frac{-1201,04}{3230,4} \right]$$

$$r_{11} = [1,05] [1 - (-0,372)]$$

$$r_{11} = [1,05] [1,372]$$

$$r_{11} = 1,4406$$

From the calculation above we can see that the score of reliability is 1,4406. In order to find out whereas it is reliable or not the writer compare it with the r Table in significance of 5% and 1%. The df = 18 (20-2=18) and significance 5% = 0,444 and 1% = 0,561. The score that is obtained is 1,4406, it is higher than r table whether 5% or 1% ($0,444 < 1,4406 > 0,561$). In the other word Transition word test is **reliable**.

b. Listening Ability reliability Test

In the other side, the mean of students listening ability (M) is 46,86 and the standard deviation (X) is 11,234 and total question (N)=20. The calculation is bellow:

$$r_{11} = \left[\frac{N}{N-1} \right] \left[1 - \frac{m(N-m)}{Nx^2} \right]$$

$$r_{11} = \left[\frac{20}{20-1} \right] \left[1 - \frac{46,86(20-46,86)}{20x(11,234)^2} \right]$$

$$r_{11} = [1,05] \left[1 - \frac{46,86(-26,86)}{20 \times 126,20} \right]$$

$$r_{11} = [1,05] \left[1 - \frac{-1253,82}{2524} \right]$$

$$r_{11} = [1,05] [1 - (-0,497)]$$

$$r_{11} = [1,05] [1,497]$$

$$r_{11} = 1,572$$

From the calculation above we can see that the score of reliability is 1,572. The $df = 18$ ($20-2=18$) and significance 5% = 0,444 and 1% = 0,561. The score that is obtained 1,572 is higher than r table whether 5% or 1% ($0,444 < 1,572 > 0,561$). In the other word the Listening test is **reliable**.

C. The Analysis of the Contribution of Transition Word Mastery toward students Listening Ability

In this section the writer focus on:

“Is there any contribution of learning transition words toward students’ listening ability at The Third Grade of Junior High School (SMP) 12 Pekanbaru Riau”. To analyze and identify it, the writer considered to use SPSS 15.0 for windows—Statistical Software. And the result can be seen in this following table:

Table IV.12

**The Contribution of Students Transition Word Mastery toward Students
Listening ability**

		Listening Ability	Transition Word
Pearson Correlation	Listening ability	1.000	-.078
	Transition word	-.078	1.000
Sig. (1-tailed)	Listening ability	.	.262
	Transition word	.262	.
N	Listening ability	70	70
	Transition word	70	70

From the table above it can be seen that the correlation (r) based on Pearson Correlation is - 0,078, the Sig.(2-tailed) is 0,262 and N is 70.

There are two hypotheses in this paper:

Ha: There is a significant contribution of Transition Word Mastery Toward Students' Listening Ability at the Third Grade of Junior High School (SMP) 12 Pekanbaru Riau.

Ho: There is no significant contribution of Transition Word Mastery Toward Students' Listening Ability at the Third Grade of Junior High School (SMP) 12 Pekanbaru Riau.

Table IV.13**The r table Criteria**

Criteria	Decision
$r_o > r_t$	Reject Ho
$r_o < r_t$	Fail to reject Ho/Accept Ho

1. r table Analyzing

From the table IV.5 we can see that r is -0,078 and the Sig.(2-tailed) is 0,262, in this part the writer compare the Sig.(2-tailed) with the r table. The Sig 1% is 0,250 and Sig 5% is 0,325 because the $df=68$ ($N=70-2=68$).

It means that $r < \text{Sig } 1\%$ ($0,078 < 0,250$) and also $r < \text{Sig } 5\%$ ($0,078 < 0,325$) or $0,250 > 0,078 < 0,325$. In the other word $r_o < r_t$, it means that we have to ACCEPT Ho “*There is No Significant contribution of Transition Word Mastery Toward Students’ Listening Ability at the Third Grade of Junior High School (SMP) 12 Pekanbaru Riau.*”

2. SPSS analyzing**TABLE IV.14****The Computer Output Criteria***

Criteria	Decision
$\text{Sig. (2-Tailed)} < \alpha$	Reject the null hypothesis
$\text{Sig. (2-Tailed)} > \alpha$	Fail to reject the null hypothesis

*Hartono (2005:128)

The interpretation:

- a. $\alpha = 0.05$
- b. **Ha is accepted if $\text{Sig. (2-Tailed)} < \alpha$** It means that there is a significant contribution of Transition Word Mastery Toward Students' Listening Ability
- c. **Ho is Accepted if $\text{Sig} - t > \alpha$.** it means that there is no significant contribution of Transition Word Mastery Toward Students' Listening Ability

From the Table IV.6 we can see that $\text{Sig. (2-Tailed)} = 0.262$. We can conclude based on the Table IV.7 $\text{Sig. (2-Tailed)} < \alpha$, because α is 0.05, it means that we failed to reject the null hypothesis, In the other word Ha is REJECTED, whereas the Ho is ACCEPTED “*There is no significant contribution of Transition*

Word Mastery Toward Students' Listening Ability at the Third Grade of Junior High School (SMP) 12 Pekanbaru Riau”.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The focus of this research is that to find out either there is a positive contribution or not between English Transition Word Mastery toward the students' listening ability at The Third Grade of Junior High School (SMP) 12 Pekanbaru Riau.

After conducting the research, the writer found that the Students' Transition Word Mastery is **46,93%** and it is categorized as **BAD**, the factor that influence are Application, Analysis, Knowledge, Synthetic and students ability to evaluate. And the students' Listening ability is **46,5%** and this is also categorized as **BAD** the factor that influence are Comprehension, Analysis, Knowledge, Synthetic and students ability to evaluate.

And to find out about the contribution of English Transition Word Mastery toward the students' listening ability writer analyze the data by and writer use SPSS for Windows—statistical Software and found that the coefficient correlation (r) is -0,078, Sig.(2-tailed) is 0,262 and N is 70.

While using the manual, writer analyze the coefficient correlation (r) compared with the r table, the result is $0,250 > 0,078 < 0,325$. In the other word $r_o < r_t$, Sig.(2-Tailed) = 0.262. The result is Sig.(2-Tailed) $< \alpha$, because α is 0.05. the conclusion we have to reject the H_a and Accept the H_o “*There is no significant*

contribution of Transition Word Mastery Toward Students' Listening Ability at the Third Grade of Junior High School (SMP) 12 Pekanbaru Riau

A. Suggestion

After carrying out the research, it seems very pivotal for the researcher to give suggestions pertinent to the research findings whether for the English teachers or students in order that they are successful in teaching and learning English as a second or foreign language especially for the listening as one of the English productive skills and linguistic one. Therefore, giving the attention and motivation to the students can develop their ability in listening and also motivated to the students to learn Transition word whether this is not make any contribution, but transition word is also useful material that can support us in learning English.

Therefore, it seems very important for the writer to give in such suggestion for the teachers.

1. The Teachers

- a. The teachers have to provide enough facilities such as English books, newspaper, reports, English laboratory, English dictionary that can be lent to students in order that they learn them in their homes.
- b. The teachers should make study groups such as discussions among students and other related subject teachers.
- c. The teachers should give motivation and attention to encourage the students' interest in listening courses as one of the skill.

- d. The teachers have to teach the English subject in the real lives and applicable
- e. The teachers have to review the previous lessons or subject matters in accordance with reinforcing the students understanding about the subject and making long-term memory.
- f. The teachers should creative in arranging and present the subject material especially in listening.
- g. The teachers should teach and give the strategies for listening comprehension.

2. The Students.

- a. The students should improve their awareness in English subject.
- b. The students should make study groups such as discussions among students and ask questions to other related subject teachers.
- c. The students should pay attention more than before while listening to foreign language.
- d. The students should also add their English lesson out of school such as joining English club, making English society, entering English course and so on.
- e. The students have to practice or use English in the real lives.
- f. Be confident, open minded person and do not be offended when someone corrects you.

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Appendix 1

Students' Transition Word Score

Students	Score	Category		Students	Score	Category
1	50	Less		36	45	Bad
2	30	Bad		37	70	Good
3	55	Less		38	35	Bad
4	60	Enough		39	40	Bad
5	40	Bad		40	35	Bad
6	25	Bad		41	55	Less
7	45	Bad		42	45	Bad
8	50	Less		43	55	Less
9	45	Bad		44	40	Bad
10	30	Bad		45	65	Enough
11	45	Bad		46	65	Enough
12	50	Less		47	45	Bad
13	40	Bad		48	50	Less
14	50	Less		49	45	Bad
15	50	Less		50	45	Bad
16	50	Less		51	55	Less
17	50	Less		52	65	Enough
18	45	Bad		53	60	Enough
19	40	Bad		54	40	Bad
20	35	Bad		55	10	Bad
21	40	Bad		56	40	Bad
22	50	Less		57	30	Bad
23	45	Bad		58	25	Bad
24	35	Bad		59	35	Bad
25	40	Bad		60	65	Enough
26	35	Bad		61	65	Enough
27	50	Less		62	40	Bad
28	60	Enough		63	15	Bad
29	40	Bad		64	50	Bad
30	50	Less		65	30	Bad
31	60	Enough		66	65	Enough
32	40	Bad		67	65	Enough
33	20	Bad		68	65	Enough
34	60	Enough		69	55	Less
35	50	Less		70	55	Less

APPENDIX 2

Students Listening Score

Students	Score	Category		Students	Score	Category
1	35	Bad		36	45	Bad
2	35	Bad		37	35	Bad
3	55	Less		38	65	Enough
4	50	Less		39	35	Bad
5	40	Bad		40	50	Less
6	35	Bad		41	35	Bad
7	35	Bad		42	60	Enough
8	40	Bad		43	40	Bad
9	35	Bad		44	75	Good
10	40	Bad		45	40	Bad
11	70	Good		46	55	Less
12	55	Less		47	55	Less
13	45	Bad		48	40	Bad
14	65	Enough		49	35	Bad
15	60	Enough		50	35	Bad
16	50	Less		51	35	Bad
17	50	Less		52	45	Bad
18	50	Less		53	45	Bad
19	40	Bad		54	45	Bad
20	40	Bad		55	70	Good
21	45	Bad		56	50	Less
22	45	Bad		57	45	Bad
23	45	Bad		58	55	Less
24	65	Enough		59	35	Bad
25	40	Bad		60	35	Bad
26	35	Bad		61	50	Less
27	40	Bad		62	35	Bad
28	70	Good		63	55	Less
29	40	Bad		64	55	Less
30	55	Less		65	65	Enough
31	45	Bad		66	35	Bad
32	35	Bad		67	35	Bad
33	35	Bad		68	65	Enough
34	50	Less		69	60	Enough
35	60	Enough		70	35	Bad

APPENDIX 3

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
listeningability	46.86	11.234	70
Transitionword	46.07	12.709	70

Correlations

		listeningability	Transition word
Pearson Correlation	listeningability	1.000	-.078
	Transitionword	-.078	1.000
Sig. (1-tailed)	listeningability	.	.262
	Transitionword	.262	.
N	listeningability	70	70
	Transitionword	70	70

Variables Entered/Removed(b)

Model	Variables Entered	Variables Removed	Method
1	Transitionword(a)	.	Enter

a All requested variables entered.

b Dependent Variable: listeningability

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.078(a)	.006	-.009	11.283

a Predictors: (Constant), Transitionword

b Dependent Variable: listeningability

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	52.414	1	52.414	.412	.523(a)
	Residual	8656.158	68	127.296		
	Total	8708.571	69			

a Predictors: (Constant), Transitionword

b Dependent Variable: listeningability

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	50.017	5.105		9.797	.000	39.829	60.204
	Transitio nword	-.069	.107	-.078	-.642	.523	-.282	.145

a. Dependent Variable: listeningability

Residuals Statistics(a)

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	45.22	49.33	46.86	.872	70
Residual	-13.645	27.726	.000	11.201	70
Std. Predicted Value	-1.883	2.838	.000	1.000	70
Std. Residual	-1.209	2.457	.000	.993	70

a. Dependent Variable: listeningability

Charts

Scatterplot

